DOCUMENT RESUME

ED 041 789 88 SO 000 055

| | |
|---|---|
| TITLE | Mid-Prairie. First Grade Revision. |
| INSTITUTION | Joint County System of Cedar, Johnson Linn, and Washington Counties, Cedar Rapids Iowa. Instructional Services. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| GRANT | OEG-3-7-703316-4983 |
| NOTE | 36p. |
| EDRS PRICE | EDRS Price MF-$0.50 HC-$1.90 |
| DESCRIPTORS | Communication Skills, Community Services, Critical Thinking, *Curriculum Guides, *Elementary School Curriculum, Experimental Curriculum, Fire Fighters, Food Stores, *Grade 1, Instructional Trips, Map Skills, Social Adjustment, *Socialization, *Social Studies Units, Time Perspective, Transportation |
| IDENTIFIERS | *Contra Costa Social Studies Curriculum |

ABSTRACT

Written by teachers in the Mid-Prairie Community School District, this revised 1st grade social studies curriculum guide will be tested in the 1970-71 school year and evaluated in the Spring. The units emphasize general communication skills and the building of a background for specific social studies skills: reading social studies material; applying critical thinking to social issues; interpreting maps and globes; and, understanding time and chronology. Educational objectives and developmental understandings were drawn from the Contra Costa Social Studies and the Evanston Township (Illinois) Schools Developmental Understandings of Maps and Globes and Chronology. The five units are: The Schools; The Grocery Store; Transportation; The Post Office; and, The Fireman (optional). They are designed to take the children from an awareness of their immediate environment to a broader understanding of their world. Specific objectives, activities, readings, and AV materials are listed in each unit. Although the units are not interdisciplinary, they are to be alternated with science units. (DJB)

ED041789

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

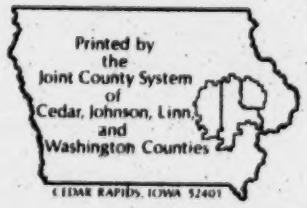
JOINT COUNTY SYSTEM OF CEDAR, JOHNSON, LINN AND WASHINGTON COUNTIES
305 Second Avenue S.E. Cedar Rapids, Ia. 52401
114 Second Avneue Coralville, Iowa 52240

INSTRUCTIONAL SERVICES

# MID-PRAIRIE - FIRST GRADE REVISION

SO 000 055

The work presented herein was performed pursuant to Grant No. OEG-3-7-703316-4983 from the U.S. Office of Education, Department of Health, Education, and Welfare with the cooperation of the Joint County System of Cedar, Johnson, Linn, and Washington Counties.



JOINT COUNTY SYSTEM OF CEDAR, JOHNSON, LINN AND WASHINGTON COUNTIES
305 Second Avenue S.E. Cedar Rapids, Ia. 52401
114 Second Avenue Coralville, Iowa 52240

INSTRUCTIONAL SERVICES

# MID-PRAIRIE - FIRST GRADE REVISION

Social Studies is the area of the school curriculum centered around helping children appraise and evaluate the mass of information that helps them understand themselves and their relationship to their fellow men and their physical environment. If this first statement is true, it is imperative then that we develop a curriculum which will allow children to explore and appraise their environment in the process of developing an understanding about themselves.

We know as educators that the children in our elementary schools today live in a world much different than the world of the 1940's, however we also realize that the curriculum for a particular school district must fit the children of that specific school district. This revision is then an attempt to make the first grade social studies curriculum more relevant to the first-graders of the Mid-Prairie Community School District.

We first grade teachers working with and implementing this proposed change emphasize that the first-grade social studies curriculum must begin with the world the child is presently living in and must then broaden the child's understanding of his world. The social studies curriculum must also be centered around topics that the children can investigate and draw conclusions about.

Another fundamental factor of the program, according to the first-grade teachers, must be <u>security</u>. First grade is a new and different school

experience and it is necessary that the social studies curriculum be re-assuring as it looks realistically at the child's environment.

This revision includes only four units with a fifth optional unit. It is proposed then that social studies and science units be alternated through the year. Repeating the pattern of a social studies unit followed by a science unit would allow the teachers time to cover each unit in - depth.

The units to be developed in this revision may then be built upon educational objectives, examples of which are stated by the Contra Costa Social Studies program. [1]

1. Basic Knowledge
   Each unit contains material for the development of basic knowledge, and especially the important ideas and principles. These ideas and principles may be drawn from any single social science discipline or from several. The specific facts serve for the most part the function of providing the basis for the development of ideas and concepts, and rarely are important on their own.

2. Critical Thinking
   Another area of emphasis is critical thinking, such as the ability to interpret data, to develop generalizations, and to apply known principles and facts to explain and to understand new situations. Opportunities are offered also for logical thinking, such as drawing inferences (if.....then), examining assumptions and evaluating evidence.

3. Attitudes, Feelings, Sensitivities
   Feelings and attitudes are always involved in social studies. The units offer materials and experiences to modify them and to channel them into constructive directions. Special emphasis is on extending sensitivity to cultural differences, and on the dignity and worth of all people.

4. Skills
   Care is taken to provide systematic practice on all important skills. These include the academic skills, such as gathering and evaluating information, as well as group skills such as working productively in groups.

---

[1] Contra Costa Social Studies: Contra Costa Department of Education, Pleasant Hill, California. Floyd Marchus, County Superintendent (Pleasant Hill, California, 1964).

Emphasized in the program will be the general communication skills. Special emphasis will be given to building background for the specific social studies skills:

1. Reading Social Studies Material
2. Applying Critical Thinking to Social Issues
3. Interpreting Map and Globes
4. Understanding Time and Chronology

The Evanston Township Schools Developmental Understandings of Maps and Globes and Chronology is included as a model of the skills emphasized at each grade level. A listing of specific skills for each grade level needs to be developed.

## DEVELOPMENTAL UNDERSTANDINGS
## (Kindergarten)

### Maps and Globes

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe** | **Globe** |
| Extent of water and land | Globe as model of the earth |
| Up and down | |
| North and south relative to poles | |
| Idea of gravity | |
| **Maps** | **Maps** |
| Map as diagram of part of the earth | Simple spatial relationships-far, near, etc. |

## Chronology

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Clock | Yesterday |
| Seasons | Today |
| After, before, long ago | Tomorrow |
| Change | Day |
| Days of the week | Week |
| Months of the year | Month |
| | Calendar |
| | Date |

## DEVELOPMENTAL UNDERSTANDINGS
(First Grade)

## Maps and Globes

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe** | **Globe** |
| Revolution and change of seasons | Globe as sphere |
| Continent | Rotation and day and night |
| | Locations: |
| | North America (continent) |
| | Lake Michigan |
| | Gulf of Mexico |
| | Atlantic Ocean |
| | Pacific Ocean |
| | **Maps** |
| | Map as a small diagram |
| | Maps as tools |
| | Cardinal directions in local setting |
| | Map orientation to cardinal directions |
| | Application of cardinal directions in reading local maps |

Chronology

| AWARENESS (To be introduced and used in discussion) | DEVELOPMENT (To be taught systematically) |
|---|---|
| Hour | Days of the week |
| Past | Months of the year |
| Present | Seasons of the year |
| Future | Day and night |
| Generation | Year |

--Evanston Township Schools

The proposed program is organized around the following Main Ideas which are related to the understandings of the generalizations in parentheses:

I. School is a place to learn many things and there are different kinds of jobs to be done at school and different people to do them.
(People in the school provide specialized services for the students in the school.)

II. The grocer provides both goods and services for us today.
(People in technologically advanced society depend upon the specialized skills of its members.)

III. Transportation is necessary for the school, the grocer, and the postal department to operate effectively.
(Because of specialization, we are interdependent necessitating a transportation system.)

IV. The post office is a service agency to all communities and all individuals.
(Some of the wants of society are satisfied by the political system.)

V. The fire department is a service to all communities and to all individuals.

This proposed revision is by no means in final form. Some specific concepts, materials, activities and skills have been identified. It is merely an attempt to put the ideas of the teachers in concrete form so that they can react to, add, and change the program before it is put into final form.

During the 1970-1971 school year all teachers need to keep records of books, film, pictures, and etc. they have used for motivation and for information. Rather complete notes need to be kept so that next spring the teachers can make concrete judgements about the feasibility of the program and materials to be used.

School: Objectives

To learn why children go to school.

To understand why there are rules in the school, in the classroom, and on the playground.

To learn why the rooms in the school are arranged as they are and to make a model of the school arrangement.

To learn that in a school building specific areas and rooms are designated for special kinds of activities.

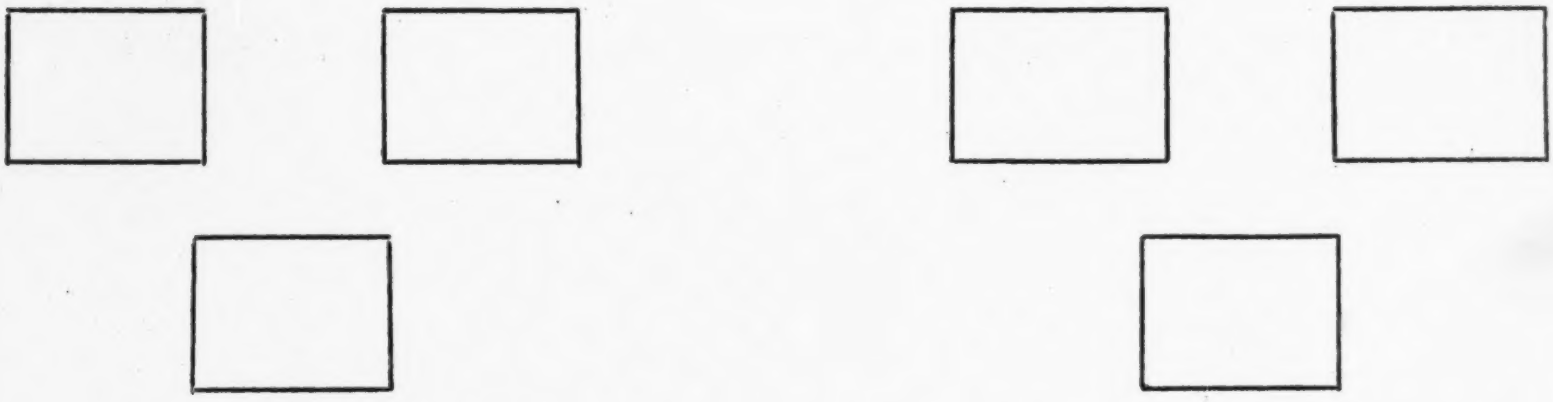
To learn that there are people within the job who do specialized jobs -- principal, custodian, teachers, librarian.

To learn that there are people who come into the school to do special jobs -- nurse, hearing specialist, speech therapist.

Activities: School

Have the children draw a picture of "What We Learn at School." Ask each child to describe what is happening in his picture. Place the pictures on a bulletin board and have the children find things they do inside the school, and outside the school building. The pictures could then be sorted and placed on the bulletin board:

WE LEARN TO WORK AND PLAY TOGETHER



The pictures could also be sorted according to groups of children working or playing together, of children working alone, of children using their hands, of children using their eyes and ears, etc. The children should decide on a caption for their picture, e.g. "We Learn to Read, "We Learn to Write, "We Learn to Play Soccer" etc.

The book Thin Ice by Jerrold Beim, (Available-Area X Library) could be read to the children and dramatized by the children to show that reading helps boys and girls.

Have the children look for someone who helps them in their drawings on the bulletin board. If there is no person in the drawings helping children, ask them who helps them in the school. Have the children list all the people they can think of who helped them in the school.

Plan a tour to see the people at work and to look for other people who they didn't list as helpers who work in the school. (Have each child make a picture of one helper they observed and the work they saw being done.)

Bring several boxes (shoe boxes or cardboard boxes) into the classroom and label one of them as their room. Place other boxes beside them and ask various children to place their pictures in the box that shows where the room is located. If this activity is difficult for the children, plan another tour of the building to locate the various rooms. Sketch the rooms as you take the tour.

Build a model on a large sheet of paper on the floor of the school with the boxes showing the different rooms and what they are used for. Have the children place a picture of a helper in each room. Then have the children draw around each box on the sheet of paper. The piece of paper when the boxes

are removed is a map of the school and the different rooms can be labeled.

Ask the custodian and the principal to come in and tell about their jobs. Develop with the children some questions they might ask the visitors.

Discuss with the children the ways the children come to school - have them draw pictures of themselves coming to school. Have the children sort pictures according to the means they use to come to school.

The pictures could be sorted according to:

ways we come to school using legs
ways we come to school on wheels
ways we come to school using engines
ways we come to school in the rain

Tabulate the ways the children come to school:

bus
walk
car
bicycle

Discuss which way most come to school. Ask the children who ride the bus to school to tell about the directions given them by the bus drivers. Have the other children discuss the rules they must observe when coming to school. Discuss the rules that must be observed in the school.

Read the book, <u>If Everyone Did</u>, by JoAnne Stover (available Kalona Elementary School library). Discuss as you read the book what would happen if "everyone did."

Have each child draw a picture of someone disobeying a rule -- "If Everyone Did." Discuss the pictures and make a bulletin board display of the pictures.

The book would also be the background for several role-playing situations to show the results of "If Everyone Did."

"If Everyone Erased the Chalkboard"

"If Everyone Passed Out the Lunch Tickets"

"If Everyone Passed Out the Reading Books"

"If Everyone Washed Their Hands at the Same Time"

"If Everyone Tried to go Out the Door at the Same Time"

A dramatization on "Safety To and From School" could be developed for presentation to the kindergarten. The dramatization would incorporate the children's learning of the necessity for safety rules.

Films: School and Medical Specialists

| | |
|---|---|
| 362.1AL | AL IN THE HOSPITAL |
| 649.1BEG | BEGINNING RESPONSIBILITY: TAKING CARE OF THINGS |
| 614.7COM | COMMUNITY KEEPS HOUSE |
| 912 MAP | MAPS OF OUR SCHOOL |
| 610.73NU | NURSE, THE |
| 371.7SAF | SAFE LIVING AT SCHOOL |
| 614.8 | SAFETY TO AND FROM SCHOOL |
| 613 YOU | YOUR FRIEND, THE DOCTOR |

Books: School and Medical Specialists

* Abisch, Roy. Open Your Eyes.

* Bare, Jene. Good Morning, Teacher.

Beim, Jerrold. The Taming of Toby.

* Beim, Jerrold. Thin Ice.

* Brown, Margaret. The Country Noisy Book.

* Brown, Margaret. The Indoor Noisy Book.

* Bryant, Bernice. Let's Be Friends.

* Buchheimer, Naomi. I Know a Teacher.

Buchheimer, Naomi. Let's Go to a School.

* Corcos, Lucille. Joel Spends His Money.

* Coy, Harold. The First Book of Hospitals.

* Elkin, Benjamin. The True Book of Schools.

* Farr, Muriel. Children in Medicine.

Fisher, Runny Days, Sunny Days.

* Greene, Carla. I Want To be a Doctor.

* Available Joint County Library

Hastings. About Playground Fun.

Schlein, Miriam. A Day at the Playground.

* Schlein, Miriam. Shapes.

* Sendak, Maurice. One Was Johnny.

* Shapp, Charles. Let's Find Out What's Big and What's Small.

* Showers, Paul. Find Out By Touching.

* Showers, Paul. The Listening Walk.

Stovers, Jo Ann, If Everyone Did.

* Tamburine, Jean. Almost Big Enough.

Thompson, Frances. About Doctor John.

* Udry, Janice May. What Mary Jo Shared.

* Wolff, Janet. Let's Imagine Colors.

Pictures: School and Medical Specialists.

| | | |
|---|---|---|
| SVE | HOSPITAL HELPERS | Society for Visual Education<br>1345 Diversey Parkway |
| SVE | HOW WE GET OUR FOODS | Chicago, Illinois 60614 |
| SVE | SCHOOL HELPERS AND FRIENDS | @$8.00 |

Filmstrips: School and Medical Specialists.
(These filmstrips are not available in the district at this time, but should be considered for purchase in the 1970-71 school year.)

| | | |
|---|---|---|
| LET'S GO TO A SCHOOL | $6.00 | G. P. Putnam's Sons |
| Accompanying Record | $3.50 | Audio-Visual Dept. |
| Coordinated Books: | | 200 Madison Ave. |
| * I Know a Teacher - Naomi Buchheimer | $2.52 | N.Y., N.Y. 10016 |
| Let's Go to a School Naomi Buchheimer | $2.29 | |

* Available Joint County Library

| | | |
|---|---|---|
| LET'S GO TO A LIBRARY | $6.00 | G. P. Putnam's Sons |
| Accompanying Record | $3.50 | Audio-Visual Dept. |
| Coordinated Books: | | 200 Madison Ave. |
| * I Know a Librarian - Virginia Voight | $2.52 | N.Y., N.Y. 10016 |
| Let's Go to A Library Naomi Buchheimer | $2.29 | |

Consignment Films: School

| | |
|---|---|
| 5095 | The Hospital |
| 3246 | Helpers at Our School |
| 5195 | Safety on Our School Bus |
| 3342 | Safety After School |
| 2073 | First Film on Finding Your Way to School Safety |
| 5194 | Safety Adventures Out of Doors |
| 3272 | Let's Share With Others |

* Available Joint County System

Grocery Store: Objectives

To learn how the grocer provides a service for families, even though the families produce many food products.

To learn how the grocer gets and takes care of his food.

To learn there are many departments and products in a grocery store.

To learn about the different kinds of equipment necessary to operate a grocery store successfully.

To understand the purposes for pricing and labeling products.

To learn about money and making change.

To learn about the units of measure used in a grocery store.

To learn about the aids necessary for transporting groceries to the store.

Activities: Grocery Store

Chart on a map or make a map of the town showing the location of all the grocery stores.

Make a picture dictionary of words related to the grocery store. Example - Refrigerator, Shelves, Lettuce, Vegetables, etc.

Visit a local grocery store. Develop a list of questions to be answered at the grocery store.

Determine the necessary materials and purchase the materials for a classroom breakfast or snack.

Determine how materials are measured and sold at the grocery store. Practice using the various measurements.

Construct a classroom store. Organize the materials by departments

and allow the children to play the various roles of the employees of the grocery store.

Dramatize: Small owner doing everything by himself.
Dramatize: Large store with many helpers doing their specialized jobs.

Make a mural showing the many and diverse goods available from the grocer.

Arrange a display of several items from a grocery store: walnuts, flour, a piece of lettuce, one tomato. Have the children observe and weigh these items daily.

| | Wt. Fresh | Jan. 7 | Jan. 8 | Jan. 9 | Jan 10 | 2 Weeks |
|---|---|---|---|---|---|---|
| Walnut | 3 oz. | 3 oz. | 3 oz. | 3 oz. | 3 oz. | |
| Flour | | | | | | |
| Lettuce | | | | | | |
| Tomato | 5 oz. | Firm | Soft | Beyond eating | | |

The chart can be used to discuss and verify the items that must be delivered daily and must have special storage.

Research where the food used in the hot lunch program comes from. Locate the source on a map and discuss how the food gets to the store.

Have the children bring magazine pictures of food. Divide the class into five groups and have each group sort their pictures into categories; e.g. meat, fruits, vegetables, etc. Further sorting of the pictures should be done to group the pictures by categories of foods grown in our area, foods grown far away etc.

Introduce the children to the various forms that one food can be bought. Have the children research all the ways you can buy potatoes (boxed, frozen, fresh, canned, etc.) have peaches, strawberries etc. Bring into the classroom and show the children all the ways you can buy potatoes (e.g. demonstrate instant mashed potatoes etc.)

Make a listing of the items that can be bought at the grocery store. Select items from the list and discuss where the items come from.

e.g. peaches
oranges
bananas
coffee
rice
nuts
shrimp

The list should also include items that are grown in this area but are not available in the fall and winter from our farms (e.g. radishes - potatoes, tomatoes, etc.)

The children should then research where these items are found in our world. Some of the children might use books, while others could find answers from their parents and people in the community. A chart should be made identifying the location of the sources of the food. The location of the sources should be identified and marked on the globe.

The next problem for the children to consider would be how the grocer gets the items before they spoil. This activity leads into the study of the various modes of transportation.

Films: Grocery Store

| | | |
|---|---|---|
| 664 | COM | COMMUNITY BAKERY |
| 301.34 | EVE | EVERYONE HELPS IN A COMMUNITY |
| 641.3 | FOO | THE FOOD STORE |
| 641.4 | FRO | FROZEN FOODS |
| 301.36 | HEL | HELPERS IN OUR COMMUNITY |
| 338.1 | MEA | MEAT: FROM RANGE TO MARKET |
| 301.36 | OUR | OUR COMMUNITY |
| 648.87 | STO | STORES IN OUR COMMUNITY |
| 641.1 | YOU | YOU - AND YOUR FOOD |
| 641 | YOU | YOUR FOOD |

Books: Grocery Store

Aller. About the Vegetables On Your Plate.

* Bendick, Jeanne. The First Book of Supermarkets.

Buehr, Walter. Bread, the Staff of Life.

* Buehr, Walter. Meat, from Ranch to Table.

* Colonius, Lucile. At the Bakery.

Corsos,Lucille. Joel Spends His Money.

De Angeli, Marguerite. Ted and Nina Go to the Grocery.

* Elkin, Benjamin. The True Book of Money.

* Elting, Mary. The Lollipop Factory and Lots of Others.

Freeman, Mae. Fun With Cooking.

* Goodspeed, J. M. Let's Go to a Dairy.

* Goodspeed, J. M. Let's Go to a Supermarket.

* Available Joint County Library

* Green, Mary. About Apples from Orchard to Market.

* Greene, Carla. I Want to be a Baker.

* Greene, Carla. I Want to be a Orange Grower.

Hefferman. Foods From Far & Near.

Johnson. About Truck Farming.

* Jupo, Frank J. Nothing to Eat - But Food.

Jupo, Frank J. The Sweetest Story Ever Told.

Kohl. The Duchess Bakes a Cake.

Miller, Jane. Jimmy the Groceryman.

Sanders. Behind the Scenes In a Supermarket.

Scheib. The First Book of Food.

Shannon. Food and Where It Comes From.

Smith. Frozen Foods From Field to Freezer.

Steves. The Wholesale Produce Market.

Vinall, Emilde. Supermarket Secret.

* Winslow, Marjorie. Mud Pies and Other Recipes.

Pictures: Grocery Store

| | | |
|---|---|---|
| SVE | DAIRY HELPERS | Society for Visual Education<br>1345 Diversey Parkway |
| SVE | HOW WE GET OUR FOODS | |
| SVE | NEIGHBORHOOD FRIENDS & HELPERS | @ $8.00 |
| SVE | SCHOOL HELPERS AND FRIENDS | |
| SVE | SUPERMARKET HELPERS | |

* Available Joint County System

Consignment Films: Grocery Store

| | |
|---|---|
| 2018 | Eggs to Market - The Story of Automated Egg Processing |
| 5153 | Milk |
| 3296 | Milk and Milk Foods |
| 3211 | Where Does Our Food Come From |
| 3378 | Where Does Our Meat Come From |
| 3123 | Let's Keep Food Safe to Eat |
| 3292 | Measurement in the Food Store |
| 3080 | Foods Around the World |

Free Materials: Grocery Store

Corn and its industrial uses. Poster "The Corn Refining Process," Single copies only; binder-size reproductions in classroom quantities. Leaflet: "Tapping the Treasure in Corn," classroom quantities. Booklet: "Corn in Industry," single copies to teachers, high school and college students, and librarians. Corn Industries Research Foundation, 1001 Connecticut Ave. N.W., Washington, D.C. 20036.

"Hawaii, Our Fiftieth State," available in classroom quantities. Booklet" The Story of Pineapple in Hawaii," single copies only. Materials also useful for social science. Dole Company, Public Relations Dept., Fifth and Virginia Sts., San Jose, Calif. 95108.

Booklets: "Cane Sugar Production in Hawaii," "America's Sugar Islands - a Guide to the Hawaiian Sugar Industry," and "Sugar's Role." Limited quantities. Also useful for home economics. Hawaiian Sugar Planters' Association, P. O. Box 2450, Honolulu, Hawaii, 96804.

Booklets: "Basic Information on 15 Major Western-grown Fresh Vegetables and Melons" and "Western Ways with Fresh Vegetables and Melons." Single copies to teachers. Also useful for home economics. Western Growers Association, 3091 Wilshire Blvd., Los Angeles, Calif. 90005.

Booklets: "Milk Goes to Town" (K-9), "Modern Milk Magic" (4-12), and "Good Teeth" and "Is Yours a Weighty Problem?" (7-Adult). Posters: "Classroom Weight Record" (K-9); Borden Company, Consumer Services, 350 Madison Ave., New York, N.Y. 10017.

"Better Breakfast Activities: (K-9). Poster: "Grains-origin of Breakfast Cereals." Booklets: "Cereal Glossary" (4-12). Cereal Institute, 135 S. La Salle St., Chicago, Ill. 60603.

Booklets: "Hey, Kids! Get Aboard the Good Ship Vitamin 'C'" (K-9). Series of posters on dental health, daily food guide, physical fitness, and citrus fruits; spirit duplicator masters on vitamin C, citrus fruits, and "The Orange Clock" for children to construct (k-9). Citrus recipes; posters on nutrition, vitamins, and grapefruit preparation. Florida Citrus Commission, Youth & School Serv. Dept., Lakeland, Fla. 33802.

"Ring-the-Bell" breakfast game (K-6). Poster, "Good Health Record," and nutrition booklets (4-12). Kellogg Company, Home Economics Service, Battle Creek, Mich., 49016.

Includes posters, booklets, dairy farm panorama kits, charts, and reference sources for all levels of instruction (K-Adult). National Dairy Council, 111 N. Canal St., Chicago, Ill. 60606.

"Citrus Industry Story," continas citrus map of California-Arizona, teacher's guide, and agricultural and health information and "The Golden Fruit," "How to Un-zip an Orange," and others. Poster: "Take a Fresh Look at Citrus." Single copies only. Also useful for home economics and agriculture. Sunkist Growers, Consumer Service Dept., P. O. Box 2706, Terminal Annex, Los Angeles, Calif., 90054.

"Shield of Good Health" and "A Kernel of Wheat" and "Durum Macaroni Foods From Farm to Table. Booklets: "Eat to Live," and "Weight Control the Module Way," and "Your Physician and Your Dentist Look at Snack Foods." Single copies only. Wheat Flour Institute, 309 W. Jackson Blvd., Chicago, Ill. 60606.

Map, "Hawaii," and poster, "Hawaiian School Children"; single copies to teachers. Booklets: "Cane Sugar and Hawaii, " on Hawaiian sugar; "Growing Cane Sugar Crystals on a Small scale," for science classes; and "Sugar," on use of sugar and recipes for home economics classes. California and Hawaiian Sugar Refining Corporation,Public Relations Dept., 215 Market St., San Francisco, California 94105.

Booklet: "The Story of Canning and Can Making... a Guide to Teachers in Elementary Schools." American Can Company, 100 Park Ave., New York, N.Y. 10017.

Transportation: Objectives

To learn the different modes of transportation.

To learn how each mode differs and how each is built its job.

To understand how each mode is used in transporting goods to the grocery store and to the post office.

To learn why a specific mode is used to transport goods to the grocery store and to the post office.

To learn how time and distance plays a role in determining a mode of transportation.

To compare the different modes of transportation in relation to time and distance.

To compare how transportation methods have changed and may change in the future.

To learn why regulations and restrictions are necessary for all means of transportation.

To learn what the safety regulations and restrictions are for the various methods of transportation, including bicycle riding.

To have an opportunity to use the safety rules.

Activities: Transportation

Make charts showing a specific item found in a grocery store and the method of transportation used and list on the chart the reasons for the use of each method of transportation. Emphasis could be given to the time and distance elements involved in transporting goods to the grocery store.

Have the children make a mural of the various types of transportation seen on the way to school.

Have the children plan a bulletin board to show the changes in transportation. Have the children plan a bulletin board to show the relationship of speed to the modes of transportation. The children could draw pictures to illustrate the modes

of transportation from slowest to fastest. Discuss which methods of transportation would involve a cost.

Walking---Running---Bicycle---Horse---Boat---Bus---Car
---Train---Plane

Discuss the transportation a child could use to visit a friend. Decide which would take the longest but be the least expensive.

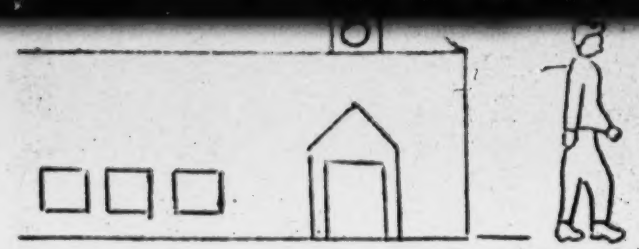
Compare pictures of various transportation vehicles. (Car-Boat-Plane-Train-Bicycle) Determine what characteristics are alike in all of the objects. Then determine how the vehicles differ--e.g. "the airplane is the only vehicle that has wings and flies, the bicycle is the only vehicle that doesn't have a motor, the boat is the only vehicle that doesn't need wheels to move."

Discuss the restrictions of each mode - boat has to be in water, train has to be on tracks, airplanes only travel in the air.

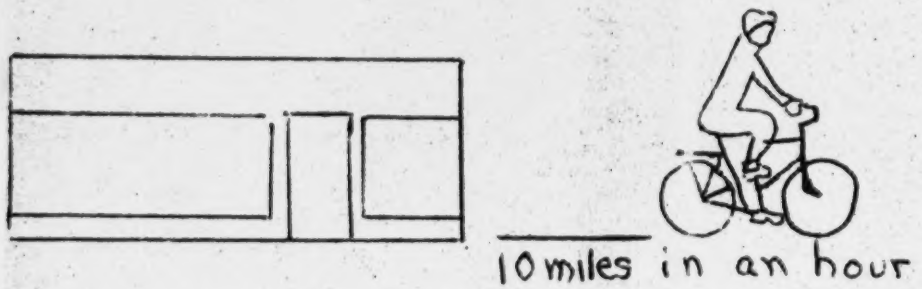
To demonstrate the needs for safety rules and regulations for various modes of transportation set your room up as a model town with streets. The desks can be moved apart to represent houses and stores. Four or five children could then portray the drivers of various vehicles with a specific destination. No mention should be made of safety regulations until the children mention it or have collisions with their vehicles. Discussion could then center on the necessity of traffic regulations and what the various regulations for automobiles and bicycles. Discussion could also be on the necessity for parking regulations. A chart could be made of the regulations for motor vehicles.

A bulletin board of the various methods of transportation could be made and entitled "Can you tell which is the fastest way to travel?"

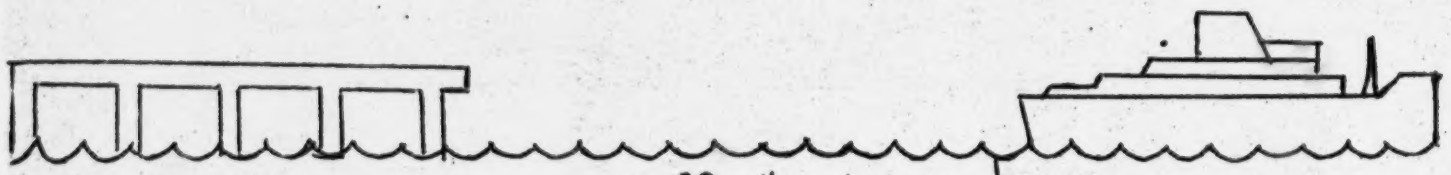
# Can You Tell Which is the Fastest Way to Travel?



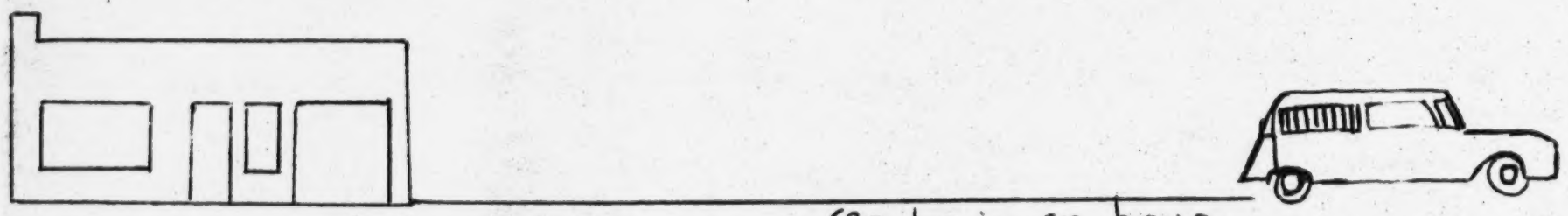
3 miles in an hour



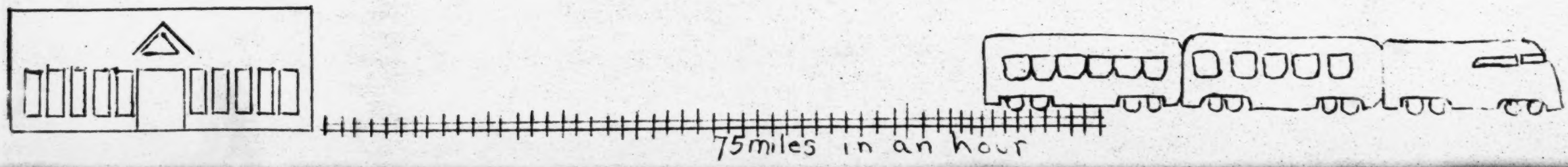
10 miles in an hour



30 miles in an hour



60 miles in an hour



75 miles in an hour

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING.
E.D.R.S.

Develop a mural of the various types of transportation seen on the way to school.

Develop a picture chart of safety signs used by the various transportation methods.

Films: Transportation

| | | |
|---|---|---|
| 629.13 | AIR | AIRPORT IN THE JET AGE |
| 629.136 | AIR | AIRPORT |
| 387.7 | AN | AN AIRPLANE TRIP BY JET |
| 388.1 | BIG | BIG WIDE HIGHWAY |
| 387 | BOA | BOATS AND SHIPS |
| 388.3 | BUS | BUS DRIVER |
| 614.8 | BUS | BUS DRIVER'S HELPERS |
| 387.7 | TRA | TRANSPORTATION BY AIR |
| 629.2 | TRA | TRANSPORTATION BY LAND |
| 385 | TRA | TRANSPORTATION: FOOT PATH TO AIR LANE |
| 387.51 | TRA | TRANSPORTATION BY WATER |
| 380 | TRA | TRANSPORTATION IN THE MODERN WORLD |

Books: Transportation

* Alexander, Anne. ABC of Cars and Trucks.

Barr, Big Wheels, Little Wheels.

Barr. Fast Trains, Busy Trains.

* Bate, Norman. Who Built the Highway?

* Bendick, Jeanne. First Book of Airplanes.

* Bendick, Jeanne. First Book of Automobiles.

* Bendick, Jeanne. First Book of Ships.

* Branley, Franklyn M. A Book of Astronauts For You.

* Brenner, Barbara. Barto Takes the Subway.

* Burton, Virginia. Maybelle, the Cable Car.

* Butler, Roger. Let's Go to an Automobile Factory.

* Carlisle, Norman. V. Wonder Book of Trains.

Chace, Haile. About the Pilot of a Plane.

* Colby, C. B. Jets of the World.

* Flack, Marjorie. The Boats on the River.

* Freeman, Mae. You Will go to the Moon.

Goodspeed,J. M. Let's Go to a Garage.

* Gramatky, Hardie. Little Toot.

* Gramatky, Hardie. Little Toot on the Thames.

* Greene, Carla. I Want to be a Space Pilot.

* Greene, Carla. I Want to be a Train Engineer.

* Greene, Carla. I Want to be a Truck Driver.

* Greene, Carla. Railroad Engineers and Airplane Pilots: What Do They Do?

* Available Joint County Library

Johnson, Siddie Joe. About the Engineer of a Train.

* Lenski, Lois. Little Airplane.

* Lenski, Lois. Little Auto.

Lewellyn, John. My Easy-to-Read True Book of Airports and Airplanes.

* Lewellyn, John. Tommy Learns to Drive a Tractor.

* Meeks, Esther K. One is the Engine.

* Otto, Margaret G. The Little Old Train.

* Phleger, Fred. Ann Can Fly.

* Piper, Watty. Little Engine That Could.

* Sootin, Laura. Let's Go to an Airport.

* Shortall, Leonard. Davey's First Boat.

* Stevens, Leonard. Trucks That Haul by Night.

* Urell, Catherine. Big City Transportation.

* Victor, Edward. Planes and Rockets.

* Zacks, Irene. Space Alphabet.

* Zaffo. Big Book of Real Boats and Ships.

* Zaffo. Big Book of Real Trains.

Records: Transportation

* Mitchell, Lucy, Sprague & Others. The Fog Boat Story.

* Pascal, Milton. The Little Engine That could.

Pictures: Transportation

| | | |
|---|---|---|
| HOW PEOPLE TRAVEL IN THE CITY | SVE | Society for Visual Education<br>1345 Diversey Parkway |
| MOVING GOODS FOR PEOPLE IN THE CITY | SVE<br>@ $8.00 | Chicago, Illinois 60614 |

* Available from Joint County Library

Consignment Films - Transportation

| | |
|---|---|
| 3024 | Billy's Helicopter Ride |
| 2582 | Why Communities Trade Goods |
| 2114 | Trucks in Our Neighborhood |
| 5042 | The Doctor |

Free Materials: Transportation

Flat pictures of trucks and trailers (4-9). Booklets: "Trucks and Things You'll Want to Know About Them" (4-9), "Trucking Past and Present" (7-12), and others. Posters: "Land Transport and American Growth" and "History of Road Transport" (7-12), also useful for U.S. History. American Trucking Associations, 1616 P St., N.W., Washington, D.C. 20036.

Variety of materials on railway transportation for all grade levels. List sent on request. Association of American Railroads, Ed. & Grp. Relations, 830 Transportation Bldg., Washington, D.C. 20006.

Booklet: "Railroad Facts," statistics of industry, single copies to elementary and high school teachers and multiple copies to college teachers (7-Adult); and "Railroad Whistle Talk," meanings of locomotive whistle "toots" and glossary of railroad slang, classroom quantities (4-9).

Bulletin board kits for automobile and truck - each with four historic pictures, four mounting frames for additional illustrations, and suggestions for use. Maps: "America's Products and the Trucks That Carry Them," shows principal product of each state, bordered by truck types and "The World Makes an Automobile," a world map showing origins of basic materials used in cars. Booklets: "What It Takes to Make Your Car," a pictorial story of car production from raw material to finished product; and "Facts for Study," statistics and graphs on the automobile industry, maximum of 30 copies. (4-12) Automobile Manufacturers Association, 320 New Center Bldg., Detroit, Mich. 48202.

"Teachers Packet." Contains flat pictures of aircraft, mimeographed information, and reprints on aviation, including: aviation goals, Project Beacon, market potential for utility aircraft, aviation manpower needs, and others. Poster: "Genealogy of Aircraft," Films and filmstrips on aviation. (10-Adult) Cessna Aircraft Company, P. O. Box 1521, Wichita, Kan. 67201.

Booklets: "Conquest of the North Atlantic," history of transatlantic steam navigation, including photographs of famous ships; and "The World's Wonder Ships," about the Queen Mary and the Queen Elizabeth. (4-9) Cunard Steamship Company, 25 Broadway, New York, N.Y. 10004.

Variety of materials on automotive industry. Posters: "Trails to Turnpikes," "History of Measurement," and others on designing, engineering, assembling, and testing automobiles. Booklets: " A Car Is Born," "How to Earn the Key to Dad's Car," and others. Ford Motor Company, Educational Affairs Dept., The American Road, Dearborn, Mich. 48121.

General information on history and serviceof general business and industrial transportation. Poster: "Expressing American," history of the industry in photographic form, from wheelbarrows to jets and express trucks. Booklet: "The Pony Express," details early history. (4-9) Railway Express Agency, Director of Public Relations, 219 E. Forty-Second St., New York, N.Y. 10017.

Instructor Series booklets: "Education in One World," "Flight Then," "Flight Now," "Flight When" (past, present, and future of aviation). Student Series. "Doorway to the Sky," "What Makes an Airplane Fly," and "Airplanes for a Better World." Poster containing photographs of points of interest and the world, including Eiffel Tower (Paris), Emerald Buddha Temple (Bangkok), etc. Also offers booklet: "Songs of Travel in Many Lands." (7-12) Trans World Airlines, 1735 Baltimore Ave., Kansas City 8, Mo.

Booklet: "A Brief History - Union Pacific Railroad," Produces 16 mm. films on scenic subjects, safety, sports, li stock, and agriculture; available from Motion Picture Bureau, Dept. of Public Relations. Request complete listing. (7-Adult) Union Pacific Railroad Company, 1416 Dodge St., Omaha, Nebr. 68102.

Post Office: Objectives

To learn how the post office facilitates and transports communication from one person to another.

To learn that the post office is used for business mail and friendly mail.

To understand that you go through definite steps before a letter or package is ready to mail.

To use the steps necessary to mail a letter or package.

To learn about the different kinds of equipment used to sort and deliver mail.

To learn about the special jobs people do in the post office.

To learn about the importance of the postal department in our community.

To learn why stamps are necessary on packages and letters.

To learn about the aids necessary to deliver mail to all parts of the world.

To understand what happens to a letter that is not properly addressed.

To provide an opportunity to mail a letter or package.

To learn what happens to a letter after it is mailed.

Activities: Post Office

Secure a class pen-pal with another first grade in another city. Exchange letters with the pen-pal classroom through the year.

Make a mural of the history of the post office.

Mail questions or instructions to each class member through the classroom post office. Have the children find the answer or complete their task and send the material back to the teacher through the class post office.

Make arrangements for the local postman or a rural carrier to visit the classroom. List questions the class would like the visitor to answer.

Plan a trip to the local post office and the post office in Iowa City. List questions to be answered during the visit. Compare the two visits and chart the route to be taken on each visit.

Trace on a map the postman's route from the post office tothe local school district.

Have the children collect envelopes or post cards and bring them to school. Determine where the letter or post card was mailed from and locate the letter's source on a map and on a globe. Each postmark should be identified and labeled on the map and the globe. Discuss and determine how the letter was transported from its source to its receiver.

Establish a classroom post office. Have the children draw names and send letters through the classroom post office. Allow the children to serve in the various positions within the post office.

Start a stamp collection in the classroom. Have the children provide stam for the collection. Identify on a map and the globe the source of the stamps.

Send for information or an object for the classroom. Mail the order blank during the visit to the post office. Locate on a map or globe where the letter will go. Discuss how the letter will arrive at its destination.

Show the children how to mail a package correctly. Mail a package during a visit to the post office.

Have the children compile a letter to another first grade class in the district. Mail the ltter. Learn how to address envelopes corrsctly. Provide practice in addressing envelopes correctly. Establish a dead letter box in the classroom for letters not addressed properly.

Develop a class thank-you note for the oppotunity to visit the post office.

Mail a special delivery letter to another first grade classroom in the district.

Find out how the school receives the mail. If the mail must be picked up at the post office, plan a trip to the post office to secure the school's mail.

Films: Post office

383.49 LET A LETTER TO GRANDMOTHER

383. MAI The MILKMAN

383 WHE WHERE DO OUR LETTERS GO? - The Postal System

Books: Post Office

Adams. The Pony Express.

Arnold, Oren. Marvels of the U.S. Mail.

Barr. Fast Trains, Busy Trains.

Barr. Mr. Zip and the U.S. Mail.

* Beim, Jerrold. Country Mailman.

Brown, Bill. The Boy Who Got Mailed.

* Buchheimer, Naomi. Let's Go to the Post Office.

Colonius, Lillian. At the Post office.

Colonius, Lillian. At the Airport.

* Available Joint County Library

Cooke. Behind the Scenes at an Airport.

* Hastings, Evelyn B. About Postmen.

* Jupo, Frank J. Any Mail for Me?

Kehr. My Hobby Is Stamp Collecting.

* Miner, O. Irene Sevrey. Out Post Office & It's Helpers.

* Norling. Pogo's Letter.

Park. Here Comes the Postman.

* Petersham. America's Stamps.

* Reinfeld. Fun with Stamp Collecting.

* Schloat, G. Warren. Adventuresof a Letter.

Slobodkin, Louis. Read about the Postman.

Witty. The Mailman.

Pictures: Post Office

| | | | |
|---|---|---|---|
| SVE | BOBBY VISITS A POST OFFICE | @$6.00 | Society for Visual Education<br>1345 Diversey Parkway |
| SVE | OUR POST OFFICE | @$4.75 | Chicago, Illinois 60614 |
| SVE | POSTAL HELPERS | @$8.00 | |

Filmstrips: Post Office
(This filmstrip is not available in the district at this time but should be considered for purchase by the district during the 1970-1971 school year.)

| | | |
|---|---|---|
| LET'S GO TO A POST OFFICE | $6.00 | G. P. Putnam's Sons |
| Accompanying Record | $3.50 | Audio-Visual Dept. |
| Coordinated Books | | 200 Madison Ave. |
| I Know a POstman - Lorraine Henrod | $2.52 | N.Y., N.Y. 10016 |
| * Let's Go to a Post Office- Naomi Buchheimer | $2.29 | |

* Available Joint County Library

Consignment Films: Post Office

| | |
|---|---|
| 5144 | THE MAILMAN |
| 2092 | MODERN POST OFFICE |
| 5169 | OUR POST OFFICE |

Free Materials: Post Office

Booklets: "Standards Governing the Issuance of United States Commemorative Postage Stamps," "The Law vs. Lotteris," "The Postal Inspection Service," "History of United States Postage Stamps, Postal Cards, and Stamped Envelopes," and "How the Postal Inspection Service Protects You Against Mail Fraud." (7-Adult) United States Post Office Department, Special Assistant to the Post Master General, Washington, D.C.20260.

OPTIONAL UNIT

The Fireman: Objectives

To understand that the fireman deals with rescue work, fire prevention and fire fighting.

To learn why the fireman needs special training and equipment.

To understand why firemen must be at the station night and day.

To learn the difference between a volunteer and a regular fire department.

To observe a volunteer fire department and a regular fire department.

To compare the volunteer fire department with a regular fire department.

To learn the hazards of fire fighting.

To learn and obey fire safety rules.

To learn how to report a fire.

To learn to watch for fire hazards in the home and in school.

Activities: Fireman

Have a fireman visit the classroom and tell of his training and his work.

Arrange a visit to both a volunteer fire department and a regular fire department.

Put up a bulletin board showing how firemen help us.

Make fire prevention posters.

Discuss and draw pictures of causes of fires.

Arrange a display of fire trucks and books.

Show the film "Helpers In Our Community" and discuss the job of firemen.

FIREMEN:

"This is the fire engine, This is the fire hose.
The firemen work fast when the siren blows.
Up Goes the ladder, Out goes the hose,
The fire is out when the last siren blows."

Films: Firemen

614.8 FIR THE FIREMEN

Books: Fireman

* Avereth, Esther. The Fire Cat.

* Beim, Jerrold. Country Fireman.

* Brewster, Benjamin. The First Book of Firemen.

* Greene, Carla. What Do They Do?

* Haywood, Carolyn. Eddie & The Fire Engine.

* Lenski, Lois. The Little Fire Engine.

Miner, Opal. My Easy-to-Read True Book of Policemen and Firemen.

Palazzo, Tony.. Firemen, Save my Cat!

* Shortall, L. Danny on the Lookout.

* Zaffo, George. The Big Book of Real Fire Engines.

Filmstrip: Fireman.
(The following filmstrip is not available in the District but should be considered for purchase if this unit is used.

| | | |
|---|---|---|
| LET'S GO TO A FIREHOUSE | $6.00 | G. P. Putnam's Sons |
| Accompanying Record | $3.50 | Audio-Visual Dept. |
| Coordinated Books: | | 200 Madison Ave. |
| I Know a Fireman - Barbara Williams | $2.52 | N.Y., N.Y. 10016 |
| Let's Go to a Fire House Naomi Buchheimer | $2.29 | |

Consignment Films: Firemen

2072 FIREHOUSE DOG

3168 SAFETY WITH FIRE

* Available Joint County Library